



ST JAMES CATHOLIC SCHOOL ANNUAL REPORT 2018



ST JAMES SCHOOL CONTEXT

St James is a Catholic Primary School Reception-Year 7 situated in Jamestown in the mid north rural region of South Australia, 191 km north of Adelaide. We are part of the Port Pirie Catholic Diocese. The school was started by the Sisters of St Joseph in 1880. We have a rich Josephite tradition steeped in the charism of St Mary MacKillop that continues today. Many families have second, third and even fourth generation connections as old scholars. We enjoy strong connections with our families, Parish and local community.

Students come from families living on properties and within the town. Just over 40% of students live in outlying towns, districts or properties and travel to school by bus. The catchment area is from Mannanarie in the north to Hallett in the east, Washpool in the south and Appila in the west. Our community is very dependent on primary industries and is affected by the fluidity of the economic climate governing these industries. The effects are felt by the whole community financially and emotionally.

Catholic schools must provide a comprehensive educational experience for all children while allowing individual differences and talents to flourish. To achieve this, our school needs dedicated and competent teachers as well as modern facilities and resources. To enable this to happen effectively, our School Board requires a clear vision of education for our community, thus ensuring that all students receive a well-rounded education of high quality.

TEACHER STANDARDS AND QUALIFICATIONS

Staff bring a wide range of qualifications, skills and expertise to our school. Following is a summary of the qualifications of staff:

Diploma or Bachelor of Education Teaching	88.88%
Graduate Diploma in Education	11.11%
Graduate Certificate in Leadership in Catholic Culture	11.11%
Masters study	11.11%

WORKFORCE COMPOSITION

Staffing consisted of:

10 Teaching Staff (includes Principal):	5 full-time and 5 part-time TOTAL: 6.8 FTE teaching staff (Averaged out over year, allocated funding for 6.5, school funded 0.3)
7 Educational Support Officers (ESOs):	0 full-time and 6 part-time (including Administration, Finance, WHS, IT, Curriculum) TOTAL 3.3 (Averaged out over year)
2 Support Services Officers (Cleaning)	0 full-time and 2 part-time TOTAL 0.5
	TOTAL: 3.8 FTE ESO staff (Averaged out over year)
	OVERALL STAFFING TOTAL: 10.6 (Averaged across year)

Overall our FTE staffing was increased slightly to 10.6 from 9.93 (2017) to maintain the level of student support that we value and to staff the R/1 class enrolment of 27 which was over the benchmark. These decisions are supported by our School Board.

No staff members identify as Aboriginal or Torres Strait Islander.

STUDENT ATTENDANCE

Attendance Rates (Comparison 2017 to 2018)

Attendance Rate per Year Level	2017	2018
Reception	91.79%	92.99%
Year 1	93.90%	92.41%
Year 2	93.77%	94.02%
Year 3	85.61%	95.12%
Year 4	94.55%	87.93%
Year 5	92.46%	92.19%
Year 6	95.10%	91.66%
Year 7	91.28%	94.65%
Overall School Attendance Rate	92.31%	92.62%

In 2018 St James School comprised 4 classes (numbers as at Dec 2018):

R/1	Total 27: Yr 1: 11	Rec: 16
Yr 2/3	Total 23: Yr 3: 11	Yr 2: 12
Yr 4/5	Total 20: Yr 5: 14	Yr 4: 6
Year 6/7	Total 20: Yr 7: 10	Yr 6: 10
Indigenous Students		Nil
Funded Students With A Disability		2.22%

MANAGEMENT OF NON-ATTENDANCE

Non-attendance is managed by telephone call or follow up notice in writing by class teacher or administration staff to parents requiring explanation for unexplained absence. Following is an excerpt from the school information handbook regarding management of student absence:

Parents are requested to either phone the school or write a note in the diary advising of a child's absence or following a student's absence. Office staff will notify the teacher of any telephone messages received from parents advising of a student's absence. If a teacher believes a student is absent for insufficient reason this should be discussed with the Principal. If a student is absent for three days in a row with no explanation, on the third day the teacher is to notify the Principal and make contact with the family. In the case of unexplained absence, the class teacher is to follow this up with the parent/guardian seeking a reason. If an explanation is not received the Principal is to be notified. Class Roll Folders are

to be sent to the Office by 9.15am daily. A note to the student's teacher on the day concerned suffices for doctor, dentist or other appointments when these cannot be made outside of school hours. Students must be signed out as they leave, and signed back in upon return.

Students who arrive at school after 9.00am are required to be signed in at the Office by a parent or guardian.

Extra-ordinary absences - permission for absence for family holidays, sporting or club commitments should be discussed with the Principal.

STUDENT RESULTS IN NAPLAN 2018

Students are to be congratulated on their participation in the NAPLAN testing.

YEAR 3 (11 students)								
	Students Participating	% Achieving National Minimum Standard	Mean Score			Student Gain in Achieving NMS – Comparative over 3 years		
			2016	2017	2018	2016	2017	2018
Reading	100%	100%	412.8	474.8	416.3	92%	100%	100%
Writing	100%	100%	447.1	418.3	404.8	100%	100%	100%
Spelling	100%	100%	395.6	407.3	398.5	100%	100%	100%
Grammar & Punctuation	100%	100%	414.8	458.6	403.3	100%	100%	100%
Numeracy	100%	100%	384.4	418.1	368.9	100%	100%	100%

YEAR 3 SUMMARY

100% participation.

100% achieved the National Minimum Standard in Reading, Spelling, Grammar & Punctuation, Writing and Numeracy.

The overall mean scores were the same for 2016, 17 and 18 in Spelling, Grammar & Punctuation and Numeracy. Mean score for Reading was down on 2017 but same as 2016.

Proficiency in Numeracy, Reading, Grammar and Punctuation was down on 2017. Spelling was consistent with 2016, 17, 18.

As this the Year 3 cohort first year of testing there are no comparative figures of growth 2016-18.

YEAR 5 (14 students)								
	Students Participating	% Achieving National Minimum Standard	Mean Score			Student Gain in Achieving NMS – Comparative over 3 years		
			2016	2017	2018	2016	2017	2018
Reading	93%	100%	496.3	530.8	509.9	100%	100%	100%
Writing	93%	100%	476.7	454.2	472.8	100%	80%	100%
Spelling	93%	100%	503.7	480	490.8	100%	90%	100%

Grammar & Punctuation	93%	100%	510.7	493.2	500.4	100%	100%	100%
Numeracy	93%	100%	483.1	479.2	488	100%	100%	100%

YEAR 5 – SUMMARY

93% participation.

Out of the thirteen students who participated, 100% achieved the National Minimum Standard in all areas.

Proficiency was the same in 2016 and 2017 except Reading which was down on 2017, however same as 2016.

GROWTH FOR YEAR 5 INDICATED IN THIS TESTING SITUATION FROM 2016 TO 2018

Reading: no students showed low growth
11 showed mid growth
2 showed high growth

Numeracy: 1 students showed low growth
9 showed mid growth
3 showed high growth

YEAR 7 (10 students)								
	Students Participating	% Achieving National Minimum Standard	Mean Score			Student Gain in Achieving NMS – Comparative over 3 years		
			2016	2017	2018	2016	2017	2018
Reading	100%	100%	551.1	589.3	552	100%	100%	100%
Writing	100%	90%	514.2	517.6	508	100%	100%	90%
Spelling	100%	100%	552.6	574.8	570.8	100%	100%	100%
Grammar & Punctuation	100%	100%	537.5	552.4	562.2	94%	100%	100%
Numeracy	100%	100%	557	556.7	551.7	100%	100%	100%

YEAR 7 – SUMMARY

100% participation.

100% achieved the National Minimum Standard in Reading, Spelling, Grammar & Punctuation and Numeracy.

90% achieved the National Minimum Standard in Writing.

The overall mean scores were the same for 2016, 17 and 18 in Spelling, Grammar & Punctuation and Numeracy. Mean score for Reading was down on 2017 but same as 2016.

GROWTH FOR YEAR 7 INDICATED IN THIS TESTING SITUATION FROM 2016 TO 2018

Reading: 1 student showed low growth
7 showed mid growth
2 showed high growth

Numeracy: 1 student showed low growth
6 showed mid growth
3 showed high growth

STUDENT, PARENT AND STAFF SATISFACTION WITH THE SCHOOL

FAMILY SURVEY

A total of 20 family surveys were returned out of a possible 56; a 36% return. The responses from Families varied greatly.

The greatest satisfaction indicated in the following areas:

- *Student behaviour policy is fair and reasonable.*
- *Safe and secure environment.*
- *Opportunities are available to be involved in school community activities.*
- *School has high learning standards.*
- *School is managed well.*
- *High expectations of behaviour.*
- *Facilities and resources are appropriate for excellent learning opportunities.*

The areas that did have a low to very low satisfaction rating were:

- *Staff give daily witness to Catholic Christian values (1 response).*
- *School meets the learning needs of my child (1 response).*
- *School reports are informative in that they indicate achievement level (1 response).*
- *School takes my concerns seriously (1 response).*
- *My child's teachers are committed and enthusiastic in their approach to teaching (1 response).*
- *Teachers provide a stimulating and challenging environment for my child (2 responses).*
- *School has realistic educational expectations of my child (1 response).*
- *There is effective educational leadership (1 response).*
- *Communication between school and home is open, timely and informative (1 response).*

In the survey there was space for additional comments, following are some examples:

- *Expand school music programme.*
- *Caring learning environment, communication is extremely high and valued by school and family.*
- *Well-rounded educational opportunities, allow students to try different things and challenge themselves.*
- *Excellent school, particularly nurturing environment.*
- *Staff conduct does not reflect Christian values, lack of integrity in behaviour.*
- *Lack of communication not appropriate in some classes.*
- *Sunsmart policy needs to be looked at; children coming home sunburnt.*
- *Child's dignity not respected through school 'awards' system.*
- *Smaller learning groups, class sizes, classroom ration especially in younger grades would help with students struggling with being distracted.*

STAFF SURVEY

A total of 10 staff surveys were returned out of a possible 17; 58.8% return (down 20% return on last year). The majority of responses were in the Agree / Strongly Agree. Staff indicated moderate to high satisfaction with:

- *Our school giving witness to Christian values*
- *Our school is caring and welcoming*
- *Leadership considers the needs of staff*
- *Being encouraged to pursue further learning*
- *Feeling safe in the workplace*
- *Being able to approach leadership to discuss concerns or grievances*
- *Expectations being fair and equitable*
- *Shared high expectations around student learning and behaviour*
- *Staff collaboration*
- *Shared vision and mission*
- *Staff morale / opinions and ideas listened to and valued*
- *Well planned curriculum*
- *Communication between staff*

There were no responses or comments from staff indicating complete dissatisfaction with any areas in the survey. The areas that staff did indicate slight dissatisfaction with or suggestions to improve on were:

- *Encouragement to pursue further learning (1 response).*
- *Feedback on performance in role (3 responses).*
- *Administration staff providing assistance (1 response).*
- *Shared expectations around student behaviour and supporting each other with challenging behaviours (1 response).*
- *Staff being given the opportunity to participate in school policy and decision making (1 response).*

On the surveys there was space for additional comments, these comments are very useful and identify areas to be addressed or to keep on doing. Following is a summary:

- *Handover for new staff could be more thorough.*
- *Great improvements to grounds, buildings etc.*
- *Communication is great.*
- *Planning meetings with leadership good, need to happen more often.*

SCHOOL INCOME BROKEN DOWN BY FUNDING SOURCE

SCHOOL INCOME 2018

The school received income from the following sources:

Australian Government Funding	\$894,077
State Government Funding	\$293,338
Fees, charges, parent contributions	\$135,698
Grants	\$10,000
Donations	\$25,300
Other sources	\$9,280

COMMENTARY ON SCHOOL ACHIEVEMENTS AND PROGRESS AGAINST PREVIOUS YEAR'S SCHOOL IMPROVEMENT PLAN

Development Plans are strategies to address ongoing improvement of the school in all of the areas reported on previously. The plans may address requirements of the school, the wider community, the Parish, or requirements of the Catholic Education Office and Government bodies.

Development Plans are contributed to by staff, students and parents to identify development goals, strategies to implement them and identify resources required to achieve the goals within a timeline. Following are the long term Plans we have guiding our development:

- St James School Annual Plan 2018
- Diocesan Plan
- CESA Strategic Plan
- Continuous Improvement Framework for Catholic Schools
- Financial Plan / Budget

Development plans are submitted to both the Port Pirie and Adelaide Catholic Education Offices. Plans are submitted, discussed and reviewed with the Principal Consultant.

SUMMARY OF ACHIEVED GOALS 2018

- Participation in 'Learning Improvement Inquiry' research project with other CESA schools (2-3 years). Investigate pedagogies and curriculum design which focuses on student agency and capabilities to enable all students to be successful learners.
- Enable staff to access professional learning opportunities that will enable them to meet their goals that will improve learning outcomes for students.
- Participation in Staff Wellbeing project with Catholic school staff from Peterborough, Gladstone and Wallaroo.
- Maintain and develop early childhood presence at our school through Little Jimmies.
- Finalised plans and constructed nature play playground.
- Stage 2 school signs (school/parish), pull up banners, fence banners.
- Cladding external transportable classrooms, extend veranda on 2/3 classroom on northern side.

ACCESSING 2018 ANNUAL REPORT

Parents may access the Annual School Report on our website: www.stjames.catholic.edu.au ; picking up a hard copy at the school office or requesting that a hard copy be sent; requesting that an electronic copy be emailed to them.

Michelle Miller
Principal